DOCUMENT RESUME

ED 095 416 CE 001 984

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TITLE A Guide for Planning and Implementing Career Education Programs in the Community College.
INSTITUTION Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.
PUB DATE Jun 74
NOTE 14p.; A report prepared for the National Dissemination Project for Post-Secondary Education

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Adult Education Programs; *Career Education; *Community Colleges; *Criteria; Curriculum Design; Curriculum Development; Curriculum Planning; Disadvantaged Groups; Educational Planning; Minority Groups; Post Secondary Education; Program Development; *Program Guides; *Program Planning

ABSTRACT

This guide provides criteria for both the planning and the implementing of career education programs at the community college level and is the result of a national poll conducted by the National Dissemination Project. It is intended to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students through planning. It is comprised of two major sections: planning and implementation. The planning section includes the following subdivisions: philosophy and goals; policy and procedures; organization; planning; funding; facilities; instructional materials and equipment; business and industry; advisory committees; private and public agencies; counseling, guidance, and placement; and faculty. Implementation includes subdivisions entitled: information dissemination, scope of curriculum, faculty, supervision, recruitment of students, articulation, and evaluation. (Author/BP)

A GUIDE FOR PLANNING AND IMPLEMENTING CAREER EDUCATION PROGRAMS IN THE COMMUNITY COLLEGE

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A report of the
National Dissemination Project
for Post-Secondary Education

June, 1974

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FOREWORD

This report was prepared for the National Dissemination Project to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students through planning.

The National Dissemination Project is an outgrowth of earlier projects funded or sponsored by the Office of Economic Opportunity to develop comprehensive educational services for the disadvantaged, and to provide institutional support in program development. One of its major missions is to provide information and assistance to planners and educators at the community college level, by responding to their requests for specific data and reports.

This report is the result of a national poll conducted by the National Dissemination Project, which identified the topics on which most respondents indicated a need for further information. The response to our poll was sufficiently large to indicate that there are certain "key" concerns felt by community college persons across the U.S. Each of our reports addresses such a national concern; and, it is hoped, provides the kinds of information that will be of help to those requesting it.

We would like to extend our special thanks to Dr. Raymond E. Schultz, and the graduate division of Washington State University, for their assistance in preparing this series of National Dissemination Reports. The work put in by Dr. Schultz's "team" on all these topics represents a distinguished contribution to knowledge on community college concerns.

The National Dissemination Project will continue until August 31, 1974 to provide information and assistance to help individuals, colleges and systems better serve the needs of students, primarily those classified as "non-traditional" and "disadvantaged."

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A GUIDE FOR PLANNING AND IMPLEMENTING CAREER EDUCATION PROGRAMS IN THE COMMUNITY COLLEGE

Career Education is becoming of central importance in our nation's educational system, and is viewed as a means of at least partially fulfilling many urgent individual and societal needs. Potential benefits of Career Education programs include the meeting of national manpower requirements, decreasing unemployment, quieting unrest among youth, and aiding individuals to develop unused capabilities.

The planning and implementing of quality Career Education programs has become a major concern of community colleges; however, colleges are often unprepared even to begin planning.

This guide provides criteria for both the planning and the implementing of Career Education programs at the community college level. The characteristics listed are not all inclusive, nor are they equally applicable to all situations. With appropriate modifications, however, the criteria included should provide a useful orientation to characteristics associated with quality Career Education programs at both the planning and the implementation stage.

Two major sections, with appropriate sub-divisions, comprise the guide. Section I, Planning, includes the following sub-divisions: philosophy and goals, policy and procedures, organization, planning, funding, facilities, instructional materials and equipment, business and industry, organized labor, advisory committees, private and

public agencies, counseling, guidance and placement, and faculty. Section II, Implementation, includes sub-divisions entitled: information dissemination, scope of curriculum, faculty, supervision, recruitment of students, articulation, and evaluation.

I. PLANNING

Philosophy and Goals

1. A written philosophy for the college serves as a frame of reference for development of policy and procedures.
2. The philosophy reflects the community college orientation towards offering equal opportunity to the youth and the adults in the community.
3. The philosophy recognizes the underlying career component of academic programs, and the complementary nature of academic and career education.
4. Written goals for career education are provided through actual participation of the community, and reflect the needs and aspirations of the community.

Policy and Procedures

1. Policy and procedures are supportive of the goals of the career education program.
2. Policy statements describe academic and career education as complementary.
3. Policy reflects concern for providing time for career education co-operative work experience.
4. Policy statements reflect concern for the development of the individual to his or her fullest potential.

Organization

1. Administrative organization stresses the importance of input from lay advisory committees, students, and faculty in the development of policy.
2. An administrative pattern for organizing and administering career education programs is planned which is compatible with existing administrative arrangements and which reflects the emphasis to be placed by the college on the career program.
   a. One type of conventional administrative structure places all transfer programs under one head, and all occupational programs under another.
   b. A second fairly typical administrative structure consolidates all educational programs under an academic dean, with separate chairmen heading up separate curricular areas.
   c. A less typical type of structure which tends to reflect great emphasis on the career education concept, is an organization in which divisions are integrated so as to include both theoretical and applied subjects, transfer and occupational students, and day and evening students. Each such division is headed up by a dean, and is unified by a reasonably common subject matter area, (i.e. the Dean of Physical Science might include in his area Engineering Technology).

3. Types of specialists in career education needed at the management level have been considered.
4. Well organized administrative procedures exist for hiring teachers, scheduling classes, supervising instruction, and evaluating programs.

Planning

1. A unit exists with qualified personnel for program planning on a continuing basis.
2. Student input is sought in planning the career program.
3. Facts and figures are available to demonstrate the need for career education, and to aid in planning.
   a. Student needs and interests have been assessed.
   b. Training needs in the community have been assessed.
   c. Information in such areas as current employment expansion rates, unemployment rates, labor force distribution, trends and projections for the future, including new and emerging occupations, are available.
   d. Information is available on local, state, and national occupational trends.
   e. Community needs have been assessed through questionnaire and interviewing techniques. Information has been gathered concerning the occupations which the community supports, the areas in which labor shortages exist, and the training needs in particular occupational competency areas.

f. Students' needs have been assessed in terms of occupational goals, educational plans, expressed interest in career education programs, etc.

Funding

1. Funding is available which reflects student needs and occupational opportunities in the state.
2. Funding is available which reflects student needs as reflected in the local plan.

Facilities

1. Adequate facilities to house students and equipment are available.
2. An investigation has been made of existing facilities on campus or nearby which may be underused and may be converted to use for community college career education programs.
3. Facilities do not suggest a lower status or poor image for the programs housed within them.
4. The general arrangement of facilities follows the administrative pattern for organizing and administering the career education programs.
5. Areas for student study are available.
6. Interiors include flexible space applications for changing needs.
7. Facilities reflect concern for the handicapped, (i.e. ramps, rails).
8. Emphasis on individualized learning is reflected in the arrangement of facilities.

Instructional Materials and Equipment

1. Up-to-date equipment is available which is appropriate to provide direct transfer of skills from school to business or industry.
2. Equipment is available which is both safe and functional.
3. Appropriate reference books, manuals, workbooks, guides, and audio-visual equipment is available.

Business and Industry

1. The college maintains and initiates liaison with business and industry.
2. Active liaison exists between employers and the college.
3. Business and industry will cooperate with the college in making work experience opportunities available for students.
4. Business and industry look to the college as a source of manpower and participate in program development.

Advisory Committees

1. Use is made of advisory committees in planning the career education programs.
2. Committees include lay persons, organized labor, students, educators and various occupational interests of the community.
3. Either general or special advisory committees provide attention to the needs of the disadvantaged and handicapped.

Private and Public Agencies

1. Support is sought from the local Chamber of Commerce and various service organizations.

2. For services and program support, cooperative agreements exist between the college and such agencies as the State Employment Service, public assistance, vocational rehabilitation, public health, and other service organizations and social groups.

Counseling, Guidance and Placement

1. Counseling and guidance is available from personnel trained to aid in vocational decision-making, personal problem solving, and improvement of study skills.
2. Testing in the areas of interests, abilities, and personality is available.
3. Guidance staff maintains cooperation with other agencies for referral purposes.
4. Special services are available to the unprepared to aid with attitude adjustment, financial problems, etc.
5. Occupational orientation programs are available to students.
6. Placement services are available for part-time and full-time work, making contact with employers, obtaining information about new occupations, and following up graduates.

Faculty

1. Faculty to teach the desired career education courses is available.
2. Available faculty is occupationally competent with sufficiently broad general education to enable them to communicate with the total staff.

II. IMPLEMENTATION

Information Dissemination

1. A favorable image of career education is created in the information made available to the public.
2. Information on the scope and availability of career education is disseminated to students, parents, and business and industrial employers.
3. Purposes, objectives, policies, and procedures regarding career education is made available through a variety of media, such as newspapers, TV and radio, brochures, speakers, contacts with youth groups, career clinics, etc.

Scope of Curriculum

1. Courses are of sufficient number and kind to fulfill student needs and manpower trends.
2. Programs are available to serve the retraining and upgrading needs of adults in the community.
3. Programs are equally available to male and female, advantaged and disadvantaged, and all ethnic groups.
4. Remedial and developmental programs are available.
5. Courses are offered which are directly responsive to actual and potential demands of the community.

Faculty

1. Faculty is skilled in the organization of subject matter and in the teaching-learning process.

2. Faculty is familiar with innovative, individualized teaching methods, and is willing to experiment with them.
3. Faculty possesses qualities of empathy, positiveness, and fairness.
4. Faculty is concerned with motivating students to achieve full potential.
5. Faculty is concerned with continuously upgrading professional and technical knowledge through in-service study, seminars, institutes, summer employment, etc.
6. Faculty attempts to get to know students individually, and maintains good rapport with them. Faculty is cognizant of psycho-social needs of students.
7. Faculty maintains good relations with colleagues and administration.

Supervision

1. Supervision is adequate to assist teachers and students to progress jointly toward desired goals.
2. Supervisory personnel have experience appropriate to the career education program.
3. Supervisors possess highly developed administrative and human relations skills.

Recruitment of Students

1. Minorities, women, and the handicapped are actively recruited.
2. A system of recruitment to reach potential students has been developed. (Contact with high schools, community agencies, etc.)

Articulation

1. Career programs are coordinated with general education programs.
2. Career programs are planned cooperatively with other training and educational institutions to avoid duplication of effort, and to insure smooth transfer from one institution to another.
3. Career programs provide student with opportunities to either become employed or to continue their education towards the baccaleaureate.
4. Within a particular area of career education, the structure allows students to move horizontally as well as vertically into related courses of study. (i.e. from one health specialty to another.)
5. Upon leaving or graduating, students possess at least entry level skills.
6. Cooperative work experiences are available to students, with smooth movement between work and classroom.

Evaluation

1. A unit exists with qualified and appropriate personnel for program evaluation on a continuing basis.
2. Evaluation includes student progress and placement according to goals and objectives of the program.
3. Evaluation includes follow-up of students on-the-job performance, attitudes, and productivity.
4. Evaluation includes the recycling of information gathered so as to improve the program.